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ABSTRACT

The syllabus described here is one of over 80 developed and written by teachers in the Henry County School System (Tennessee) for subjects taught in grades 7-12 as part of a Teacher Corps demonstration project. The purpose of the project is to assist students in achieving a minimal competency in their courses by stating the specific requirements for each course at each grade level. The course outlined here is a one-year beginning art program with sections on: (1) design elements; (2) two-dimensional design fundamentals; (3) organizing and drawing visual images; (4) painting; (5) commercial art; (6) printmaking; (7) ceramics, basketry, and sculpture; and (8) art history. A section on craft techniques is optional. Learning materials are listed, and the student evaluation criteria and methods of reporting to students and parents are described. (FG)

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COURSE SYLLABUS

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High Expectations . . . High Achievement

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Murray State University/Henry County Public Schools
Teacher Corps Project

P.O. Box 47, Paris, Tennessee 38242

DEPARTMENT: Art GRADE LEVEL: 9-12

COURSE TITLE: Art I

Fall 1980

SP 018 337

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We also wish to thank the many people who assisted in editing, typing and collating the Course Syllabi and Student Expectations. In many ways, they are the "*unknown heroes*" whose work is essential but not often recognized.

TO STUDENTS AND PARENTS,

You have in your possession a course syllabus which is one of over eighty-one written by teachers in the 1979-80 School Year as part of the Teacher Corps Demonstration Project. Syllabi were written for most subject areas taught in grades seven through twelve in Henry County.

A syllabus is a concise statement or outline of a course of study. Each syllabus written in this program contains a general course description followed by general and specific objectives. The general objectives state in broad terms what is to be taught in the course, while the specific objectives indicate ways the student must demonstrate what he or she has learned. Student requirements, basic learning activities, learning materials and community resources are also described. Of special importance are the sections dealing with how performance is measured, evaluated, and reported to students and parents.

The overall intent and basis of the syllabus program are to assist students in achieving at least a minimal competency in the subjects being taught in the schools. The written syllabi are a major step forward in helping students achieve success in their studies, since they provide specific descriptions of what is to be learned and at what level the student is expected to perform. The program in effect is saying, "*Let us inform both the students and the parents of what specifically is required at each grade level and in each subject taught in the Henry County School System and then develop ways to help students achieve these goals.*" Because when goals are precisely written and further refined into instructional objectives, then learning activities designed to assist the student are more focused and on-target. Instruction improves when the purposes of the course are thought-out and clearly stated. Progress accelerates when the student's performance is based upon behaviorally stated objectives, and this performance is measured and reported.

It is important to note that the Syllabi are only a *first step* in creating an Improved School Climate--which is one of the *major* goals of the Teacher Corps Project. Teachers, students, and parents must yet find additional and unique ways to help each person achieve the various competencies. Much of this however will come through application as teachers think of new ideas while refining old ones. Thus this Project will be a success if the syllabi are but a *starting point* of thoughtful and creative involvement by the teachers and students in on-going curriculum development.

This Project is not without its imperfections. No project is. For example, in our Project better measurement instruments need to be written as well as finding new ways of evaluating student performance. Yet, we are proud of what has been accomplished and feel the basic curriculum pattern is reflective of the concerns of society and the realities of the times in which we live. Perhaps the great strength of this Project is to be found in the fact that teachers from the Henry County School System developed and wrote each syllabus. They deserve a *special* thanks.

GOOD LUCK!

J. C. Hainsworth

Dr. Jerome C. Hainsworth
Project Director and
Professor of Education
Murray State University
Murray, Kentucky

NOTE: It is important to realize that a program entitled Student Expectations has been written for assisting students in grades K-6 in achieving at least a minimal competency in Mathematics, Language Arts, and Reading. The Student Expectations Program and Syllabus Program are a coordinated curriculum effort that has the potential of impacting the basic instructional program in Henry County in a positive way.

DEPARTMENT: Art GRADE LEVEL: 9-12

COURSE TITLE: Art I

COURSE DESCRIPTION

Prerequisites: None

Credit: Full year - 1 credit
Some students are allowed to take ½ year for ½ credit.
This is to be re-evaluated at a future date.

Fees: An art fee is assessed by the teacher. Usually, this fee is at least $3.00/student.

Narrative Description: The Art Department of HCHS endeavor to instill in each student: 1. the ability to function perceptively and sensitively in this environment. 2. To develop knowledge and appreciation of the world of art: past, present, and future. 3. To develop a degree of skill in expressing his own ideas in art media.

COURSE OBJECTIVES

General:

The student will learn and be able to apply the concepts of:

Unit	I.	Design elements
Unit	II.	Two dimensional design fundamentals.
Unit	III.	Organizing and producing visual images
Unit	IV.	Three-Dimensional form in sculpture and ceramics
Unit	V.	Pen and ink lettering, posters and murals as used in Commercial Art.
Unit	VI.	Techniques and possibilities of prints
Unit	VII.	Man's aesthetic endeavors through the ages and to relating these acheivements to the history of the development of art.
Unit	VIII.	Crafts which create art forms that are both aesthetic and functional in value.

Specific:

Unit I - Design Elements

At the end of the unit on design elements, the student will be able to create to the teacher's satisfaction each of the following design elements:

1. Line - which will be demonstrated through five completed drawings using a variety of line qualities.
2. Shape - which will be demonstrated through 4-5 completed assignments on:
   a. Free-form shapes (amorphous)
   b. Natural or biomorphic (form nature)
   c. Geometric (2 design)
   d. One or more projects utilizing all three types of shape
3. Texture - which will be demonstrated through one completed assignments using tactile or visual textures.
4. Value as related to space, which will be demonstrated through 1-2 completed drawings.

Unit II - 2-D Design Fundamentals

At the end of the unit on 2-D design fundamentals, the student will be able to exhibit pictorial solutions for each of the following principles:

1. Rhythm - which will be demonstrated through a teacher evaluated assignment.
2. Balance - a. Radial
   b. Symmetrical
   c. Asymmetrical
   } Draw 3 pictures showing each type of balance.
3. Variety - which will be demonstrated in a drawing utilizing different sizes, shapes and textures to be evaluated by the teacher.

Unit III - Drawing

At the conclusion of the unit on drawing the student will show increased ability to organize and produce visual images by completing the following projects to the teacher's satisfaction.

1. Contour drawing
   a. Drawing of 15-20 objects in contour
   b. A planned drawing of 4-5 hands and/or shoes in contour.

Unit III - continuation

2. Figure drawing: 15-20 student posed figure drawings. Each pose lasting 10-15 minutes in length. The student's drawing will reflect only the position of the figure, avoiding details.
3. Portrait:
   a. The student will complete half-a-face drawing from a student selected magazine picture.
   b. The student will complete 4 finished front face drawings of a reasonable size.
   c. The student will complete 3-4 profiles of both male and female.
   d. The student will complete a self portrait, which will be done at home by looking in a mirror.
4. Perspective: The student will be able to achieve depth in compositions drawn in the following assignments:
   a. A one-point perspective drawing on a 12" x 18" drawing paper.
5. Landscape: 2-3 completed drawings done out-of-doors.

Unit IV - Painting

At the conclusion of the unit on painting, the student will demonstrate skill in handling tempra and watercolor paints through the following assignments:

1. Color Wheel - The student will complete an orginal design for a color wheel which includes primary, secondary and intermediate colors.
2. Tints and Shades - The student will complete two value scales of complimentary colors using 4 different tints and 4 different shades of each.
3. (optional) Monochromatic painting - The student will paint on 12" x 18" white paper, using tempra paints.
4. Watercolor rechniques - After teacher lecture and demonstration, the student will complete 2 sample charts demonstrating these techniques.
5. The student will be required to complete 3 picture paintings, utilizing different combinations of painting techniques learned.

Unit V - Commercial Art

At the end of the unit on commercial art, the student will be able to create to the teacher's satisfaction each of the following commercial art projects.

1. Lettering - The student will complete 3 specific alphabets using a variety of pen points and inks.
2. Illustrated lettering - The student will complete and illustrate a chosen quotation or poem in the lettering style of their choice.
3. a. Cartooning- The student will create a cartoon with a minimum of 6-frames which has a surprise ending in the last frame. The cartoon will be colored.
   b. The student will create and draw a cartoon with a minimum of 4 frames concerning a variety of teacher chosen themes.
4. (optional) Illustrated letter - The student will personalize a letter from their initials on a 12" x 12" size sheet of drawing paper using pen and ink.
5. (optional) Poster - The student will complete a poster design using poster board, size 24" x 36", incorporating the use of lettering into the design. (Note: the poster is best completed in tempra paints)
6. (optional) Mural Painting - Pre-selected student groups will design and present mural ideas, and if accepted by the teacher and administration, the student will paint them on a wall.

Unit VI - Printmaking

At the end of this unit, the student will be able to utilize appropriate techniques in order to execute prints using relief processes through the following methods:

1. The student will create a series of prints which demonstrate his use and care of materials and tools, used in the design and execution of a linoleum plate.
2. Using a found object the student will develop an orginal design on cardboard or styrofoam from which he will execute a series of at least 5 prints.

Unit VII - 3-Dimensional Form

At the conclusion of the unit on 3-dimensional form, the student will be able to create, to the teachers satisfaction, items listed under the 3 units. (Note: The teacher may chose either 1 or 2 due to environmental circumstances.)

1. Ceramics Unit - The student will contruct:
   a. Using the pinch techniques, an object which is 3" x 5". The student will decorate the surface of the object.
   b. Using the coil construction techniques, an object at least 6" tall and decorated.
   c. Using the slab contruction technique for one of the following. Each will be a minimum size of 6" x 6".
      1. A slab construction of some type of building: The student will decorate it abstractly or realistically, showing details of the building and using 6 different textures.
      2. Construct an orginal shaped piece. The student will decorate the surface with 3 textures or drawings.
      3. Construct a lid and a box shaped slab of any shape. The student will decorate the lid and the bottom using 3 different textures.
      4. (optional) A human sculpture of either abstract or realistic rendering. The size will be 6" x 3" wide or combinations of this.
      5. A glaze - At the conclusion of the unit on glazing, the student will be able to apply glaze at least 2 Bisque (name given to clay which has been fired once) pieces of his own.
2. Basketry Unit - Using the coiling techniques and different decorating ideas the students will:
   a. Create a sampler utilizing the techniques shown. The Mat must be at least 5" round.
   b. Create a finished project of the students's choice such demonstrated techniques as jewelry, basket, mat, wall hanging, and belt.
3. Sculpture - The student has the option of choosing one of the first two items.
   a. Soapstone - The student will create a finished carved sculpture, no smaller than a hand. The student can create the carving with a samll kitchen knife.

Unit VII - continuation

b. Soft Sculpture - The student will make a finished product product by sewing together pieces of cloth. The soft sculpture can be no smaller than a football.
c. Mobile- A balanced hanging sculpture with a minimum of six objects, either natural or manmade. the student may or may not use color. Any media accepted as long as there is a related theme throughout.

(The following unit will be optional. With limited facilities this unit may be taught instead of clay.)

Unit VIII - Crafts

Each student will complete to the teacher's satisfaction a finished project in each of the following craft techniques:

1. String Art - The student's project will be a minimum of 9" x 12" with a wood base and string or yarn strung on nails.
2. Textile - Each student will complete to the teacher's satisfaction, a project in one of the following choices after doing a small sampler of each.
   a. Rya Rug - A wall hanging with a 9" x 12" minimum size.
   b. Crewel - A picture or sampler with a 9" x 12" minimum size.
   c. Batik - A dyed T-shirt or finished project (min. 9" x 12") made from cloth.
   d. Macrame - A finished pot hanger or small wall hanging or purse utilizing macrame techniques.
3. Fabric Painting - Each student will paint a T-shirt with their choice of pictures, designs or letters. Students may not have references to sex, profanity, drugs or alcohol.
4. (optional) Kites - Each student will construct, decorate and fly a kite of his own design.
5. Enameling - Each student will create 3 finished pieces of enameled jewelry. One piece must be made into a finished project with findings so it can be worn. Usually findings are any piece of metal that make jewelry wearable, i.e, pin backing, caret clip, key chain, neck chain.

Unit IX _ Art History

This is not an objective that is presented in 1 unit but it is something which is utilized throughout the whole year and coincides with each project as it is studied.

1. Through references to art's past endeavors, the student will gain a greater understanding and appreciation of various medias and art styles. The student will be tested objectively regarding their knowledge of artists and their work styles as well as their importance in time.

COURSE ACTIVITIES

Student Responsibilities:

1. Each student must provide drawing paper as needed, (usually 2-3, 25 page sketch books for the course), a pencil and eraser.

2. Provide a watercolor set - minimum of 8 colors and paint brush.

3. Provide a $3.00 fee.

During the study of the craft unit the student may choose to create projects which require extra supplies. (Example: Macrame/String Art - cords, string or beads.)

Learning Activities:

Students are expected to participate in a variety of "hands on" type activity as well as to take notes where appropriate. The instructor uses the following learning activities:

1. Demonstration - teacher or filmed
2. Lectures - background and technique foundation
3. Films - about particular art styles, artists trends, art history and related subjects.
4. Slides - about artists paintings
5. Overhead transferred pictures to look at blow-ups of pictures
6. Posters - teacher made poster emphasizing specific principles being taught

Time Frame:

Unit I	3½ weeks
Unit II	1½ weeks
Unit III	6 weeks
Unit IV	5 weeks
Unit V	6 weeks
Unit VI	2 weeks
Unit VII	5 weeks
Unit VIII	
Unit IX	1½ weeks

LEARNING MATERIALS

Textbook: N/A utilize learning posters and notes from board.

Supplementary Reference Materials: Use of resources (books) from the library.

Supplies and Equipment Lists:

ceramic kiln	hammers
potter wheel	paper-construction
table loom	glue - white , rubber cement
silk screen frames	glazes - ceramic enameling
brushes	copper shapes
pens and pen points	tracing or light table
tempra paints	storage space
inks	soapstone
acrylics paints	clay
enameling kiln	wire
enameling tools	yard sticks
exacto knives	canvas
needles	masking tape
paper-drawing	scotch tape
scissors	mat knife
rulers	mats
yarn	tracing paper
rope	crayons
cord	magic markers
watercolor paints	string
silk screen inks	wire
silk screen tools	magazines
wood	files
nails	

Media Materials: (Requested from National Museum of Art)

Films and slides
Opaques
Some limited materials are avalible thru library at school

COMMUNITY RESOURCES

Southern Clay provides clay body mixtures and soapstone.
Professional and Commercial Artists come and work with class.

EVALUATION

The student's 6 weeks grade is based on the following criteria.

1. Completed art projects constitute 75% of the students's grade.

2. Behavior, attitude and attendance constitute the remaining 25%.

Two teacher-made tests are given one each semester. Each one is a comprehensive exam covering the semester's work and constitutes 14% of the student's semester grade.

REPORTING TO STUDENTS AND PARENTS

1. Usually Board policies on grades are utilized.

2. Six week grades and deficiencies on reports are sent as mandated.

3. Parent conferences are held as needed.

4. The teacher holds periodic conferences with each student.